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ABSTRACT

The Maine State Department of Education and the Continuing Education Division of Maine State University provided a series of summer institutes in 1968 at selected university locations throughout the state for presently employed or prospective teacher aides. Courses were offered to 116 teacher aides in education and the teacher aide, classroom psychology, instructional media, library work, safety and health, school record keeping, and communication (written and oral). Teacher aides felt they had benefitted from the experience and made suggestions for additional areas for future instruction. Testimony taken by institute directors from certified teachers showed that some teachers are reluctant to use teacher aides, but others are enthusiastic about the potential for more extended use of them. Institute leaders urged that teachers should be trained to use paraprofessionals; that five courses be accepted as a core for teacher aide training; and that the institutes should be continued but over a longer period. (State Department of Education guidelines for employment of teacher aides is included.) (PR)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

The Teacher Aide...

AN ANSWER TO THE TEACHER SHORTAGE

A Handbook and Report

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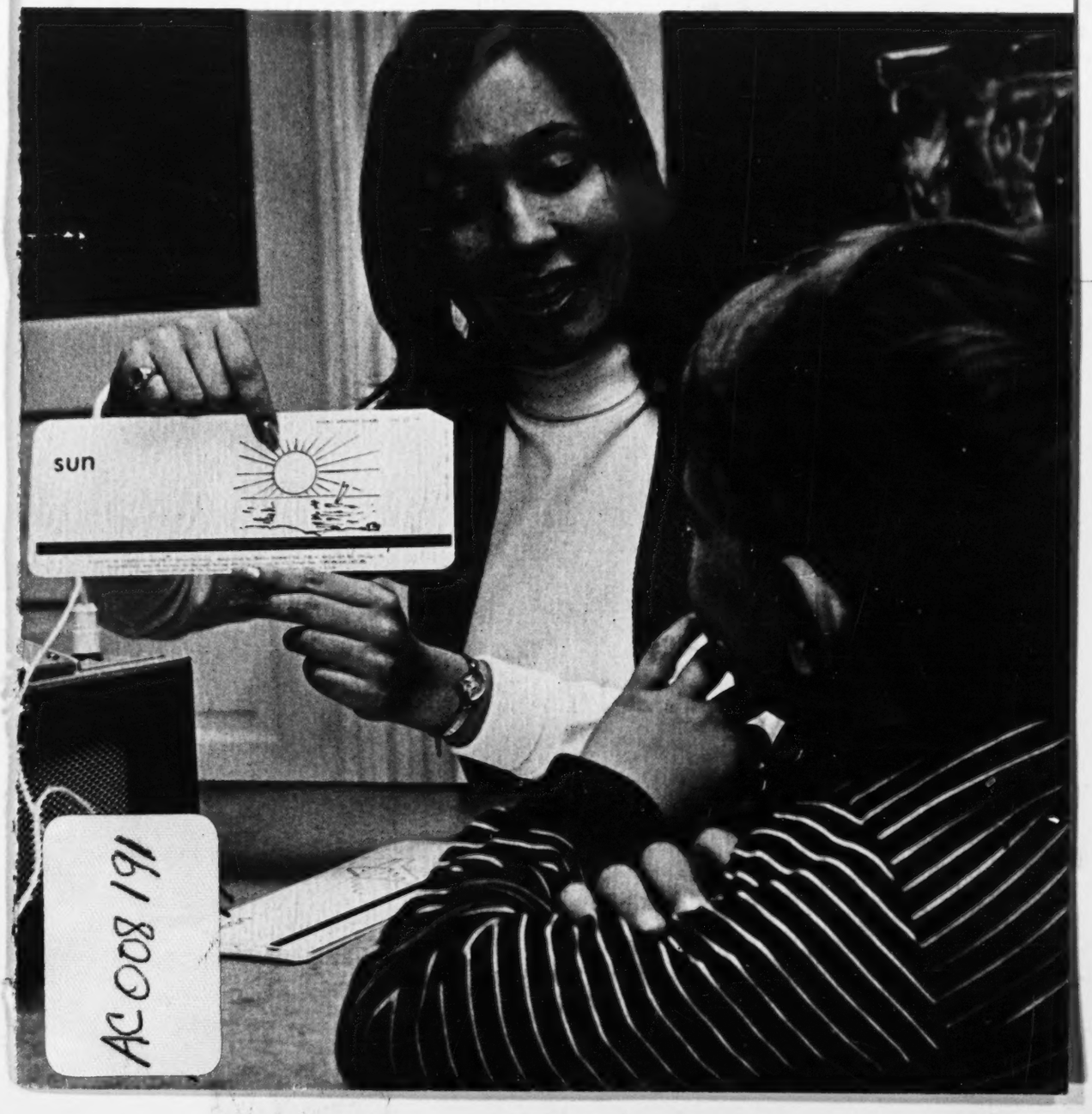
A Cooperative Training Project between

THE UNIVERSITY OF MAINE CONTINUING EDUCATION DIVISION
AND THE MAINE STATE DEPARTMENT OF EDUCATION



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A Cooperative Training Project between the UNIVERSITY OF MAINE CONTINUING EDUCATION DIVISION AND THE MAINE STATE DEPARTMENT OF EDUCATION

Compiled by
Dr. Roger W. Axford
Co-ordinator of Adult Education
University of Maine
with the assistance of
the Institute Leaders.

Supported by a grant by the Maine State Department of Education from funds made available under Title I of the Elementary and Secondary Education Act of 1965.

STATE OF MAINE
Department of Education
AUGUSTA, MAINE 04330

September 16, 1968

Mr. John M. Blake
State Director
Continuing Education Division
University of Maine
14 Merrill Hall
Orono, Maine 04473

Dear John:

In the Spring of 1968, it became obvious that the funds allocated by the Congress for state administration of Title I of the Elementary and Secondary Education Act of 1965 in Maine were in excess of the amount needed for the efficient administration of the Title. These funds, by law, could not be reallocated to local educational agencies. If they could not be spent wisely, they would revert to the U.S. Government.

One of the effects of Title I has been the employment in our schools of a large number of teacher aides to free teachers for more work with underachievers. However, it soon became apparent that the teacher aides would need a planned training program, if they were to become maximally effective.

In May, as you know, Leroy Nisbett and Donnell Graham approached you and John Benoit, Director of the Augusta Branch of the University of Maine Continuing Education Division, to see if you would be interested in developing and conducting a training program for teacher aides, supported by our unused administrative funds.

The cooperation and the enthusiasm of the University officers were the key factors in the development during the Summer of 1968 of a three-week training session in five sections of the State for 119 teacher aides.

The dedication of the five regional directors and their staffs, and the enthusiastic participation of the teacher aides in the three grueling forty-two hour per week sessions were inspiring to observe. The content of the three-week courses were well conceived to meet the needs of the enrollees.

The program has produced a corps of teacher aides who, despite natural misgivings, are well qualified to serve as resource persons in the development of teacher aide training programs in the communities in which they work.

In the opinion of members of the State Department of Education, the $51,912 cost of the program represents money very well spent. Congratulations to all who had a share in planning and conducting it.

Sincerely yours,

Joseph J. Devitt

Joseph J. Devitt
Coordinator, ESEA Title I
Director, Bureau of Secondary Education

JJD:jml

UNIVERSITY OF MAINE • ORONO, MAINE 04473

Continuing Education Division
14 Merrill Hall
Orono, Maine

September 12, 1968

TO ALL PERSONS INTERESTED IN TEACHER AIDES:

The initial suggestion for conducting Teacher Aide Training Institutes during the summer of 1968 came from members of the Maine State Department of Education, Mr. Leroy Nisbet and Mr. Donnell Graham. It was fortunate the initial contact was made through Mr. John Benoit, Director of the Continuing Education Division at the University of Maine in Augusta, because Mr. Benoit had been primarily responsible for the development of a Teacher Aide Training program with other directors of the University Continuing Education Division only a few months prior to the Department of Education contact. Mr. Benoit had an immediate understanding of the problem and was able to give enthusiastic support during the early discussion stages.

In addition to a mutual concern for the development of a Teacher Aide Training program and a process of involving teacher aides, there was an additional advantage in the proposal because of the need to provide statewide opportunities by means involving five campuses of the new University of Maine System. Members of the Maine State Department of Education were sympathetic with the procedures being initiated and provided encouragement to make the new relationships administratively successful.

Evaluations which were made during and after the conduct of the five different institutes tended to indicate the new venture had been highly advantageous to those who participated. The long run success of the institutes will be most realistically evaluated after the trainees have performed in their various schools and have been observed by teachers and administrators.

We thank very sincerely all of those who contributed so much to the five Teacher Aide Institutes conducted during the summer of 1968.

Sincerely yours,

John M. Blake

John M. Blake
Director

JMB/gg

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Introduction

by DR. ROGER W. AXFORD
Co-ordinator of Adult Education, CED
University of Maine

Like so many states, Maine is plagued by a shortage of fully qualified teachers. "How shall we meet the shortage of certified teachers?" is the question facing school boards, superintendents and principals. And, it appears the crisis may grow *more* rather than less severe.

In an effort to help answer the need for bringing more and better instructional services to the children of the state of Maine, the State Department of Education joined hands with the Continuing Education Division of the University of Maine and together worked out an educational program which both felt would benefit the schools of the state.

The outcome was a series of institutes held in the summer of 1968 at selected university locations throughout the state to which were brought persons who are now or will be employed as "teacher's aides." This pioneer effort resulted in the university engaging five highly qualified master teachers, each of whom has extensive teaching and administrative experience. Through a carefully selected training program of 130 hours of intensive instruction, the teacher aides became more familiar with professional education, psychology, various forms of instructional media, an introduction to library work, problems of health and safety, school record-keeping, and written and oral communication skills. The non-degree program was tailored to the duties and needs of the teacher aide.

Institutes were held at Augusta, Gorham, Machias, Orono, and Presque Isle, each a campus of the University of Maine. The teacher aides benefited from the experience as shown by the evaluations made by the participants and statements in this handbook under "How Teacher Aides See Themselves." Additional areas for future instruction were also suggested by the participants. While some teachers are reluctant to utilize the skills of teacher aides, others are enthusiastic about the potential for more extended use of aides as shown by testimony taken by the institute directors from certified teachers. Reactions of teachers are found in the section "What Teachers Are Saying About Teacher Aides."

Critical evaluation and future planning were concerns of the university and the institute directors. An intensive two day post-session

evaluation by institute leaders resulted in the recommendations listed by the master teachers. We wish to thank William Hamlin, William Herrman, David LeGage, Richard McFalls, and Wilmot Kierstead for their untiring work over and beyond the call of duty as institute leaders and for their assistance to the editor in bringing together various aspects of this handbook and report. Some useful manuals were also produced by the separate institutes and are on file. Also, we want to thank John R. Benoit, Director of Continuing Education at the Augusta Center of the University of Maine, who helped shape the original proposal which made possible the grant for the institutes. William B. Wise, Assistant Dean, Gorham Campus, University of Maine, was of inestimable help in the evaluation sessions as well as during the institutes.

The programs would not have been possible without the imaginative leadership and assistance of Leroy Nisbet and Donnell D. Graham, Title I E.S.E.A. Consultants, State Department of Education, who called upon the university for the program. John M. Blake, Director of the Division of Continuing Education, University of Maine, gave both encouragement and guidance, putting the total resources of the university at the disposal of the directors of the institutes.

Although only a beginning, the institutes represent an attempt to upgrade classroom instruction and we hope will result in greater teacher effectiveness. By giving the master teacher in the classroom the needed support, our children will be provided with enriched educational opportunities. The teacher aide, if well trained, may give a much needed helping hand. By helping the teacher aide become more secure in her skills, we may encourage a wealth of talent to be recruited into the classroom providing additional educational growth for our children.

A MESSAGE FROM THE INSTITUTE LEADERS

As coordinators for the first teacher aide training institutes to be given in our state, we approached the task with some hestitation and caution. However, we found it an exciting and rewarding experience.

The participants chosen to represent their districts were of very high caliber, extremely eager to learn and ready to work hard the long hours we had planned.

As a result of the institutes we feel the teacher aides have a much better understanding of their role, an increased knowledge of ways of working with children, and a background which will allow them better to serve the teachers and students with whom they will be working.

William Hamlin—Augusta Center
William Herrman—Gorham Center
David LeGage—Machias Center
Richard McFalls—Orono Center
Wilmot Kierstead—Presque Isle Center

A DEFINITION OF A TEACHER AIDE

A teacher aide, or paraprofessional, is an interested person who assists a teacher by performing essential, routine procedures under her direction, thus giving the teacher more time to spend on classroom instruction and giving individual attention.

She may assist in a combination of classroom, library, and clerical duties depending on the needs of her school.

She can be very beneficial in promoting a better child-adult relationship.

SOME BACKGROUND ON TEACHER AIDES

"College professors have graders and assistants, lawyers have secretaries and clerks, doctors have nurses, and nurses have aides, but teachers have only themselves. Help for the busy teacher could well come through an aide or assistant, to function at a level below the professional and under the professional's direct supervision. These aides by handling non-teaching duties and responsibilities can serve as the teacher's secretary and good right arm." [1]

The use of teacher aides in Maine school systems has been increasing rapidly during the past several years. One Maine school system employed them in 1956-60; 73 communities used them in 1966-67 employing approximately 600. There has been, until now, no educational program designed to prepare teacher aides in the basic skills and under-

[1] Rioux, J. William, "At the Teacher's Right Hand", *American Educational Journal*, Vol. 2, p. 5-6, Dec. '65, J. '66.

The Teacher Aide is the "back-up" person for the master teacher.

standings necessary in the performance of their activities. A research project completed in November of 1967, "Teacher Aides in the Classroom—A New England Study" has identified the nature of a program required for the training of teacher aides. The New England Study gave special attention to the teacher aide problem in Maine and was assisted by funds provided under Title V, Section 505 of the Elementary and Secondary School Act of 1965.

A need for teacher aide preparation was confirmed by questionnaires sent to all superintendents of schools in Maine in February of 1968, by discussions held with the Executive Committee of the newly formed "Maine Teacher Aides Association", by the Maine State Department of Education, and by the above mentioned New England Study. The following comments on the 1968 Teacher Aide Institutes form a report on the curriculum which attempted to meet the suggestions of the New England Report and was designed to help the aides better meet their responsibilities.

GUIDELINES FOR EMPLOYMENT OF TEACHER AIDES IN MAINE*

State Department of Education

Definition: A teacher aide is a noncertificated person employed by a school district whose assignment consists of and is limited to assisting a certificated teacher.

Purpose for Employment of Teacher Aides

The basic criterion for judging the worth of any school practice is its effect upon the welfare of the children involved. The contribution of the teacher aide is to free the teacher from routine and non-professional activities that there may be opportunity to provide better instruction and better learning situations for the children in the class. Disproportionate increases in class size where teacher aides are used will nullify the justifiable bases for employment of aides.

Types of Responsibilities Which Aides May Assume

The teacher's task is generally conceived of as being related to the total school experience of the child. It is therefore difficult, if not impossible, to draw a clear line between teaching and non-teaching functions.

The work which aides perform shall be that which is as nearly as possible non-instructional in nature, and of the following types and kinds:

Record grades

Transcribe records

Correct tests and written work which does not require subjective evaluation, or where, under direction of the teacher, attention is given to correction only of technical errors

Duplicate or mimeograph materials, set up demonstrations, prepare audio-visual equipment for use, write on the board, prepare bulletin boards

Collect money such as for drives, milk, lunch, et cetera

Take the roll

Take attendance and supervise study halls in the secondary school that are set up for independent study. This does not apply to study halls set up for supervised study

Assist in supervision on the playground, lunchroom, and intermissions where a certificated teacher is present

* As of June 1968 (In the process of revision).

Room housekeeping
Play the piano for physical education, music, and rhythms.

Limitations on the Use of Teacher Aides

Aides shall not be used as substitute teachers, to relieve teacher overload, or to replace teachers on leave.

Qualifications of Teacher Aides

Persons to be employed as teacher aides shall meet the following minimum qualifications:

Attained the age of 17
Acceptable tuberculin test
Moral character equal to that required of teachers
At least high school graduation.

School boards are strongly urged to set standards higher than those above and to observe the following in the employment of aides: personality and appearance; interest in children; and interest in school problems.

Persons to be employed as "lay readers" or "readers" to assist secondary school English teachers shall meet the following minimum qualifications:

Graduation from an approved and/or accredited college

Completion of at least six semester credit hours in English composition and 12 semester credit hours in literature.

School District's Responsibility to the Aide

If aides are to render real service to a school district, it is necessary that they be prepared for the responsibilities they are to assume. This preparation should take place both before and after assumption of employment. Such preparation would include orientation to the work to be undertaken, acquaintance with the operation of the school, an understanding of responsibilities to children, and a knowledge of ethical responsibilities in relationship to teachers, the school, and the community.

Legal Responsibilities of Aides

As school employees, teacher aides shall conform to the requirements of Maine law that are applicable to other school employees. This shall include registration of the health certificate with the school superintendent.

Approval of Plans for Use of Teacher Aides

1. School districts employing teacher aides or "readers" shall present their plans for employment and use of such aides for approval to the State Department of Education. The plans should be directed to Mr. J. Wilfrid Morin, Director, Bureau of Professional Services.

2. The plans shall include the following information:
   The purpose for which the aides are being employed
   The number of aides being employed and the grades to which they are being assigned
   The tasks which the aides are expected to perform
   The standards used by the district in selection of aides other than those specifically required by the State Board of Education
   The age, preparation, experience, and other qualifications of each side employed
   The procedure to be used in orienting the aide to the school and the special assignment.

3. During the first year of operation of a program the State Department of Education shall have the authority to approve on a trial basis other plans for use of teacher aides than those presented herein.

4. It will not be necessary for school districts to present new plans for employment of teacher aides each school year. A plan once approved will stand until the district receives notice to the contrary from the State Department of Education or until there is a development of regulations by the State Board of Education with which the approved plan does not comply. Any major changes in the original approved plan shall be sent to the State Department of Education for approval prior to their incorporation in the district's educational program.

THE INSIDE PICTURE

How Teacher Aides See Themselves

"A school is an interesting and challenging place. I am glad to be a part of it, to have a share, however small, in the training of children

and the shaping of young lives. I believe all the aides feel the same way. We like our job.

"The first few days we all felt a little strange, not quite sure how, but wanting very much to fit into the busy schedule of school life in a

Figure 1—RECOMMENDED D

Percentage of teachers recommending the following dut
they appear in the c

Providing clerical assistance including duplicating materials

Helping supervise the playground

Helping with supervision of lunch period

Filing and cataloging materials

Helping supervise bus loading

Collecting money

Assisting with housekeeping chores and bulletin board arrangements

Checking objective tests under supervision of the teacher

Making out lunch reports

Preparing visual materials for instruction as determined by teacher

RECOMMENDED DUTIES

The percentage of teachers that would assign each duty 75% or more of the time it appears in the classroom schedule varies from a low of 5% "teaching one or more classes" to a high of 88%, "providing clerical assistance including duplicating materials."

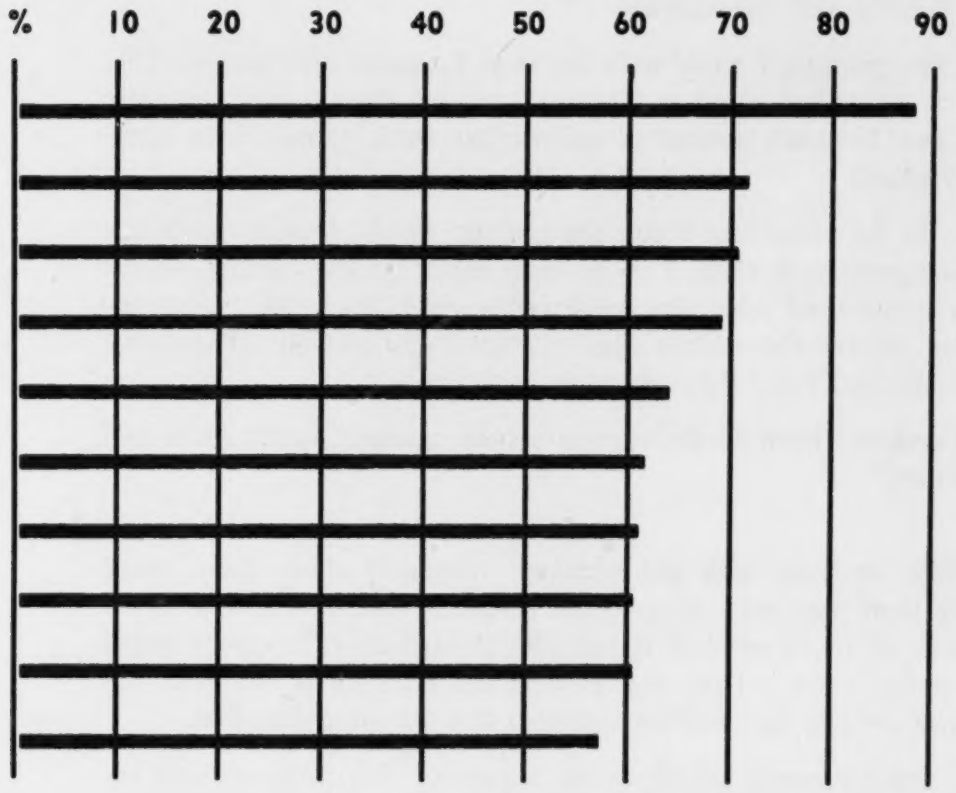
There is a close correlation between the duties recommended by experienced teachers and those actually assigned to teacher aides. Figure 1 shows the percentage of teachers who recommend each of the ten duties most frequently appearing in the teachers' list.

way that would best accomplish the purposes of the program. We are still learning, but I feel that we are making progress toward that end.

"Our duties are varied and have increased steadily as the program got under way. A large part of my work falls into two categories:

UTIES OF TEACHER AIDES

ies routinely or quite often (75% or more of the time
:lassroom schedule)



From: *Teacher Aides in the Classroom*

A New England Study Prepared by The New England Educational Assessment Project. A Cooperative Regional Project of the Six New England States Funded under Title V, Section 505, of the Elementary and Secondary Education Act of 1965.

Preparation and Follow-up. To prepare for classes I do ditto work, make stencils, lay out material, get supplies, etc. Follow-up work is done with individuals or small groups needing extra help and is rewarding when you can see some actual progress made. I also help supervise the lunch room, playground and basement lines, take attendance and lunch money, correct papers, . . . show filmstrips, take my turn in the library, and do cleaning up tasks after school and any routine chores that may come up.

"A privilege that goes along with the job is getting to know the children."

"My duties as a teacher aide have from the start consisted of working directly with the students.

"In the morning I work with the slow language arts groups. This consists of individual word testing and making flash cards for their personal use. In small groups we use various work games, flash cards and word wheels.

". . . In the classroom I give the spelling words, spelling sentences and various workbook tests. I try to keep check on the children to see that they understand what the teacher has given them for an assignment, help answer the million and one questions and try to spot the day dreamers and bring their attention back to class.

"Of course I have all the various indoor, outdoor, lunch room and library duties."

"I like working with the children. Some of them seem more responsive than they were when I first started. Sometimes a second explanation is all that's needed. If just one child benefits from my being in there during class. I think this is what the program is for. With the teacher and an aide the children certainly can get more attention.

". . . I'm extremely proud to be a part of this program and especially of the chance to work with the students, teachers and principal of the school."

"A teacher aide or teacher assistant is a person who, under direction of the teacher(s) and principal, aids the teacher(s) and students to the best of her ability.

"She fits into the program of the school as unobtrusively as possible, following the directions of the teacher(s) and principal. She thus adds to the strength, unity, and continuity of the school program.

Curriculum enrichment is a primary purpose of the Teacher Aide. This Aide has learned the effective use of audio-visual equipment.

"The teacher aide, as above described, assumes many responsibilities which help to release the professional person(s) to work more effectively with disadvantaged children. The aide also has a role with the student which helps the school offer a sense of security to students they might otherwise not find there."

1968 TEACHER AIDE INSTITUTE

In five Maine communities — Orono
Gorham
Machias
Augusta
Presque Isle

the following courses were offered to 116 Teacher Aides:

1.	Education and the Teacher Aide	24 hours
2.	Psychology of the Classroom	24 hours
3.	Instructional Media	20 hours
4.	Introduction to Library Work	20 hours
5.	Safety and Health	10 hours
6.	Introduction to School Record Keeping	8 hours
7.	Communication (Written and Oral)	24 hours
		130 hours total

SUGGESTED COURSE OUTLINES

CST 1 EDUCATION AND THE TEACHER AIDE: This course will examine the nature, role, purposes, and trends in elementary and secondary schools with special attention to the place and function of the teacher aide. Sociology, ethics, school law, and school organization and administration will be introduced.

CST 2 PSYCHOLOGY OF THE CLASSROOM: This course will examine the pupil and his learning processes, including classroom management and at least two class visitations with written reports. One visitation and report will come at the beginning of the course and one visitation and report at the conclusion of the course.

CST 3 INSTRUCTIONAL MEDIA: An introduction to the use and operation of various tools and equipment used in today's modern classroom, such as tape recorders, film strip machines, overhead projectors, film projectors, preparation of overlays, maps, charts, and graphs, and their value in the learning process.

CST 4 INTRODUCTION TO LIBRARY WORK: An introduction to the basic techniques of reference and cataloguing procedures in the public school library. Selected topics such as background and organization of libraries, reference procedures, principles of book selection, cataloguing techniques, and organization of special materials will be covered to assist the teacher aide to work in and understand the function of the school library.

CST 5 SAFETY AND HEALTH: Designed to educate the teacher aide in the observation, recognition, and basic care of sick or injured children. Preventive safety measures will be stressed. Additional topics such as treatment of shock and epileptic seizures and mouth-to-mouth resuscitation will be presented.

CST 6 TYPING I: The student will be introduced to the correct techniques of typewriting and the efficient operation of the machine. Letters, forms, tabulations, and manuscripts will be stressed along with speed and accuracy.

CST 7 TYPING II: The student will review typewriting fundamentals and emphasis will be placed on higher levels of speed and accuracy.

Personal attention is made possible through the attentive assistance of the Teacher Aide.

CST 8 INTRODUCTION TO SCHOOL RECORD KEEPING: The emphasis in this course will be placed on developing the ability to use elementary bookkeeping procedures and understanding the necessity, use, and maintenance of common school forms such as report cards, health records, attendance reports, cumulative folders, and various daily or periodic reports.

CST 9 COMMUNICATION (WRITTEN AND ORAL): This course is designed to establish good communication habits. Choice of subject, selection and arrangement of material, audience analysis, and delivery will be emphasized. English grammar and punctuation will be stressed in the written portion.

CST 1, 2, 3, 5 and 9 are required.

CST 4, 6, 7 and 8 are electives.

Required courses plus two electives are necessary to receive a certificate of completion. Constructive credit may be allowed to replace above courses. The CST program carries no academic credits.

TEACHER AIDES COMMENTS ON THE 1968 SUMMER INSTITUTES

"I benefited very much from the institute, from materials used and from discussions with other aides. I am very pleased to have been chosen to attend this institute."

"When I go back to school in the fall I will have much to tell the other aides and teachers. Also what I have learned will be of great help to the school and myself. The whole experience was wonderful to me."

"It has been most worthwhile and I am sure it will improve aide-teacher relationship through a better understanding of their problems. I certainly hope this will be offered on a yearly basis."

"I wish that every teacher aide could be given the same opportunity I have had in attending such an institute."

"My opinion is that the institute is most certainly needed. I knew nothing about a teacher aide when I went to work, and if I had been able to take a course of this kind before I went to work I could have helped the teachers much more."

"The only regret I have is that is wasn't made compulsory for all aides in the state. I received that much information."

"To me this was an excellent institute. Now I feel I can go out and do my duties as a teacher aide in a way that will help a teacher so much more. I have learned how to understand children better which will help me a great deal in the future."

"I have really enjoyed the institute. My association and exchanging of ideas with the other aides has been most pleasant. It is good to be a student again and put ourselves in the position of the children we work with."

"I have gained in knowledge and have a new outlook on the profession of which I am a part. This institute has laid the ground work for what I hope will be a future teaching position for me."

"My value as an aide will increase in the eyes of the teacher with whom I worked this year because I have taken a course such as this."

WHAT TEACHERS ARE SAYING ABOUT TEACHER AIDES

"Mrs. C, a teacher aide, is becoming indispensable. She is never willing to sit down and wait for work. She has taken a small group with various needs for extra drill and reading—phonic experience. On occasion, she has helped with workbooks or spelling exercises on one side of the room, while I'm teaching on the other side. I was nervous about having her in the room, but I'm overcoming same! She takes care of entire hot lunch, taking attendance and is a help on playground and corridors.

"Mrs. C checks written work that does not require judgment. I check the other papers. Before she came, I was devoting all my time to school work not getting the papers checked until 10 or 11 p.m. By taking lunch money and attendance Mrs. C helps the children because I have been reading them a story in the morning. My aide also helps the children in my math group. I have received average papers from two children who have never been able to do a paper that had any value. She gets to the careless children and makes them form their numerals well."

"My classroom has changed in that adult responsibility is now shared by the aide along with the teacher. There is a more relaxed air, especially in the morning. Being freed from routine tasks enables me to broaden and deepen my teaching through more time to plan and prepare lessons. In the future, I plan to do more small group work in the curriculum areas, and I hope to devote a few minutes to a particular child who craves my individual attention."

RECOMMENDATIONS OF THE INSTITUTE LEADERS

We believe that the teacher aide is a growing dimension in upgrading the quality of education. Therefore we make the following recommendations:

1. We urge that training of teachers in the utilization of paraprofessionals in education should be incorporated in the teacher preparation programs, and instituted in in-service programs.

2. We recommend that the following courses be accepted as a core for teacher aide training:

Education and the Teacher Aide
Psychology in the Classroom
Instructional Media
Safety and Health
Communication.

Friendly review of material learned from the master teacher is a primary objective of a Teacher Aide.

The following courses would be beneficial on an elective basis depending upon the local needs for the teacher aide.

Introduction to Library Work
School Record Keeping
Typing

3. We recommend that all teacher aides be exposed to educational programs geared to their special needs.

4. We recommend that a summer institute including the above courses continue to be given but over a longer period of time such as four to six weeks.

5. We recommend that paraprofessionals, professionals in the field of education, persons interested in higher education, and state department officials work closely together in the development of the teacher aide concept and the preparation of teacher aides.

SUMMARY

1968 TEACHER AIDE INSTITUTE
TRAINEE EVALUATION QUESTIONNAIRE

Number of Returns:

Aroostook State College, U. M.	22		
Washington State College, U. M.	14		
University of Maine, Orono	30	Total:	116
University of Maine, Augusta	22		
Gorham State College, U. M.	28		

1. For what purpose did you enroll in the Institute? Examples:

Furthur training for my job, to understand children, to better understand myself, to learn more about education, become more valuable in service to my school, help train aides, learn duties and qualifications, learn about audio-visual and library, learn the role of a teacher aide, to better myself.

2. What is the greatest benefit you believe you will have received from the Institute? Please mark an (X).
   a. Ability to train other teacher aides 50
   b. Ability to be a better teacher aide 109

3. Teacher's Aide reaction to area instruction.

Area	Excellent	Good	Fair	Poor
Education and the Teacher Aide	96*	17	3	
Psychology in the Classroom	98	15	2	
Instructional Media	67	37	8	3
Introduction to Library Work	57	45	13	1
Safety and Health	78	34	4	
School Record Keeping	46	49	19	2
Communication	93	28	3	

* Not all persons replied to all segments of the questionnaire.

4. Please make any comment concerning the various areas covered by the Institute which would be helpful in designing future institutes for Teacher Aides, for example, was the time allotted to each area appropriate? Selected comments:

"More psychology . . . role of the paraprofessional, would like a

textbook to follow, perhaps beginning typing, more practice on projectors, more time on school records, time allotted was appropriate, would like physical education, music and games included in the program . . . the resuscitation lesson was very worthwhile . . library work helpful, for future use. Communications textbook was excellent . . . Should have more participation in Health and Safety.

5. Are there some areas which you think should be added to future Teacher Aide Institutes?

MAJOR RESPONSES

Art	10
Methods for working with slow children	8
Physical Education	5
Music	4
Mathematics	4
Elective Courses	8

6. What is your opinion of the supplementary teaching material used?
Excellent 92 Good 22 Fair 1 Poor 1

7. What is your opinion of the administrative aspects of the Institute, for example facilities, registration, payments, etc.
Excellent 87 Good 27 Fair 1 Poor _____

8. What is your opinion of the teaching staff?
Excellent 120 Good 3 Fair 1 Poor _____

9. What is your general opinion of the Institute?
Excellent 91 Good 22 Fair _____ Poor _____

The Teacher Aide

Aides are the ladies you find behind the scene,
Aides are the ones who keep little noses clean,
Aides are the mothers when mothers aren't in sight,
Aides are the ladies that work with all their might,
Aides are the helpers that teachers like to see,
Aides are the ones that many think they would like to be.

— Lillian Stewart
Teacher Aide

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